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ABSTRACT

Designed for the curriculum coordinator, this guide provides guidelines for planning postsecondary merchandising/marketing programs. The first section contains competencies identified as essential for occupations in the merchandising/marketing field which are listed by these subject areas: selling, merchandise analysis, wholesaling, marketing, advertising/display, and retailing. Contents of the second section are course abstracts for business courses in selling, advertising/display (three modules), marketing, and retailing. Each course abstract contains the following information for each of the listed competencies: topics, content, instructional areas; activity experience; and evaluation correlated with the competency. The guide also provides job descriptions for certain identified career opportunities and a worker mobility chart. (A final report of the project which developed these materials is available separately as CE 024 404.) (YLB)

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Competency-Based Curriculum Guide for Merchandising Marketing

CE 024 405

David T. Nakamaejo
Project Director

Chris Higa
Joy Morisaki
Typists

Vocational Education

U.S. DEPARTMENT OF HEALTH,
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Honolulu, Hawaii

FOREWARD

Competency-Based Curriculum Guide for Merchandising/Marketing has been designed to provide the curriculum coordinator guidelines for planning postsecondary merchandising/marketing programs. This guide contains competencies that have been identified as essential for occupations in the merchandising/marketing career field.

The Business Education Department at Kapiolani Community College has a responsibility to provide students, upon leaving the college, with entry-level competencies that will enable them to secure employment and be able to advance in their job responsibilities. This can be accomplished by integrating the competencies identified in this curriculum guide within the merchandising/marketing program.

Constructive suggestions and comments are welcomed.

David T. Nakamaejo
Project Director

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COMPETENCY-BASED CURRICULUM GUIDE FOR
MERCHANDISING/MARKETING

TABLE OF CONTENTS

Page

Foreward. ii

Acknowledgements. iii

Merchandising/Marketing Advisory Committee. v

Competencies for the Merchandising/Marketing Program Area 1

- Selling. 2
- Merchandise Analysis 6
- Wholesaling. 11
- Marketing. 16
- Advertising/Display. 21
- Retailing. 26

Business Course Abstracts 31

- Selling. 32
- Advertising/Display. 47
  - Module B. 48
  - Module C. 62
  - Module D. 75
- Marketing. 91
- Retailing. 116

Job Descriptions. 144

Worker Mobility Chart 153

Bibliography. 155

Appendix. 159

5

MERCHANDISING/MARKETING ADVISORY COMMITTEE

Llyod Van Schoyck
Buying Manager
Sears Roebuck and Co.

Kay Dodson
Employment Manager
Liberty House

Bob Marceau
Sales Manager
Edward D. Sultan Co., Ltd.

Howard Rushton
V.P. Merchandising
Parkview-Gem of Hawaii, Inc.

Shirley Irwin
General Manager
JC Penney Co., Inc., Ala Moana

Eugene Nakanishi
Store Manager
Kramer's Men's and Boy's Wear

Jean Miyahira
Instructor
Waipahu High School

Irmagard Davis
Instructor
Kapiolani Community College

Ted Wong
Instructor
Leeward Community College

Lawrence Shimazu
Instructor
Kapiolani Community College

Tim Boyne
Instructor
Kapiolani Community College

Dave Rochlem
President
Surf-Line Hawaii, Ltd.

Norman Tepper
Sales Manager
McKesson-Robbins Drug Co.

Walt Gample
Wines Hawaii

Jack Bates
Account Supervisor
Milici/Valenti Advertising, Inc.

Sam Slom
Assistant to Director of Business Research
Bank of Hawaii

COMPETENCIES FOR THE MERCHANDISING/MARKETING PROGRAM AREA

COMPETENCIES: SELLING

8

SELLING

Knowledge of or Understanding that:

The basic terminology of selling.

The history of sales in our economy.

The relation of selling to the marketing concept.

The qualities necessary for becoming a professional salesperson.

The difference between retail, wholesale, and industrial selling.

The three types of product knowledge.

The sources used in gathering product facts.

The rational and emotional buying motives of consumers.

Prospecting is vital in the selling process.

The general guidelines for better territory coverage in selling.

The preapproach in the selling process.

The four types of sales presentation formulas.

The steps in the sales presentation.

The general procedure of handling objections.

The specific methods of coping with different types of objections.

The various buying signals that indicate the buyer has made a buying decision.

How to effectively use the various methods of closing a sale.

Creativity and creative selling.

What a retail selling job involves.

The various techniques used by creative salespersons in presenting merchandise to retail customers.

The nature of industrial selling.

The things salespeople do to overcome a sales slump.

Selling (Contd.)

Skill:

In distinguishing between product features and product benefits.

Ability to translate product features into buyer benefits.

Ability to compare and contrast buying motives of consumers.

In recognizing common types of customers and their common behavior traits.

Ability to handle the common types of customers.

In identifying methods and sources for consumer prospects.

In applying the three-point system to qualify a prospect for a sales.

In locating sources and utilizing techniques for gathering information on prospects before the sales interview.

Ability to develop four approaches to use to get an interview.

Ability to distinguish between objections and excuses.

In determining the most effective closing techniques in retail selling.

Ability to organize an industrial sales presentation.

Selling (Contd.)

Attitude:

A belief that selling is an integral part of our economy.

That one should develop a code of ethics to follow in a sales position.

An awareness of the value of product knowledge in selling.

An awareness of the importance of developing a well-planned sales presentation.

A realization of the importance of questioning and listening to the prospective buyer.

A belief that there are certain important qualities essential to the salesperson's career.

An awareness of the value of careful and responsible management of time in a sales job.

COMPETENCIES: MERCHANDISE ANALYSIS

12

MERCHANDISE ANALYSIS

Knowledge of or Understanding that:

Methods of interpreting the features of a product in terms of benefits to customers.

Sizes vary according to manufacturers and price lines; therefore, it is necessary to individually judge each customer's requirement.

Ways to show that an item of merchandise is suited for the purpose the customer has in mind.

Sources of merchandise information such as the merchandise itself, handtags and labels, leaflets, box covers and price tags.

Different methods of handling merchandise when placing it in stock or on display as well as how to keep it clean.

The various locations of merchandise on the selling floor and in reserve stock.

The sizes, colors, styles and prices in which merchandise is available.

Substitute items that are used for formerly well-known products, what they are substitutes for and superior points of the substitutes.

The uses of specific merchandise and differences between similar articles so that merchandise may be selected to meet a customer's needs.

The values of advertising information to the salesperson.

Adequate merchandise information will enable the salesperson to increase sales as well as his earning capacity.

Merchandise information is a useful tool in opening a sales conversation with a customer.

Merchandise guarantees and directions to protect both the customer and the store and help increase sales.

Current merchandise fashion trends, product innovations, etc.

The product features and customer acceptance of competing products.

The protective measures behind standards, grades and labels.

Grades may be expressed by letters or words.

Labels taking the form of tags, stamps, wrappers, etc. identify products as to their content.

Merchandise Analysis (Contd.)

Knowledge of or Understanding that: (Contd.)

The brand or trade names identifying products by producer or distributor.

That brand or trade names are an advertising device used to encourage customer retention.

Standardization provides a basis upon which grading can be determined and aids customers in buying goods and services to fit their needs.

The various governmental, state and local laws regarding standards.

The provisions in the Pure Food, Drug, and Cosmetic Act.

The federal Trade Commission protective measures as they apply to various products.

The various agencies that give protection to the customer in his buying.

The procedures a customer must follow to apply for and obtain a national credit card.

Merchandise Analysis (Contd.)

Skill:

In analyzing a product in relation to current trends such as fashion or style, innovations, novelty appeal, etc., so that a better job of selling can be done.

In knowing what to look for when making comparison shoppings of a competitor's merchandise.

In analyzing merchandise returned as unsatisfactory by customers to determine reasons for poor performance.

In using facts about the merchandise itself when helping a customer make a buying decision.

In keeping an accurate record of the supply of merchandise on hand and/or amount of reorder.

In expressing customer benefits that accompany merchandise selling features.

In developing a sales talk around merchandise selling features.

In expressing to customers the points of superiority of one's own product in comparison to competing stores' products.

In interpreting merchandise guarantees and directions to customers.

In using facts from merchandise advertisements during sales.

In using grades as selling points in answering customer's questions.

In maintaining a usable bank of product knowledge, selecting that which can be used with individual customers.

Ability to use brand or trade names to help customers identify and select products or merchandise.

In selecting and quoting factual comments about certain products.

Ability to translate merchandise label information into selling points.

Merchandise Analysis (Contd.)

Attitude:

That a continual program of training and retraining employees with product knowledge must be carried out.

That a familiarity with trade journals will supplement product, merchandise and service knowledge as well as current business trends.

That a salesperson must have sufficient knowledge of the merchandise he sells in order to answer a customer's questions satisfactorily.

That adequate merchandise knowledge usually creates in the salesperson enthusiasm for his goods and adds to his self-confidence.

That merchandise information is obtainable from customers, competitors, sales representatives, producers, fellow sales employees and supervisors.

A belief that adequate merchandise information will build customer confidence in the merchandise as well as in the store.

That specific merchandise information that may be found in advertisements.

That merchandise information can be gained by handling merchandise and by using it.

COMPETENCIES: WHOLESALING

17

WHOLESALING

Knowledge of or Understanding that:

Difference between a merchant and an agent middleperson.

The nature of wholesaler, wholesaling, retailer and retailing.

Product differentiation and its relationship to the control producers have over their products route to market.

The four common practices of cooperative marketing associations.

The characteristics of general merchandise, general line and specialty wholesalers.

Difference between service and limited function wholesalers.

The five types of limited function wholesalers.

The six types of agent middlepersons.

The competitive advantages and disadvantages of different types of independents stores.

The three main ways retail institutions grow.

The two main features of the department store.

Difference between department store buying groups and ownership groups.

The three ways chain stores achieve operating economics.

The strengths and weaknesses of horizontal integration.

The nature of scrambled merchandising.

The advantages and disadvantages of franchising.

The three types of shopping centers.

The characteristics of the major forms of promotion.

The factors which should be considered in forming a promotional mix.

The criteria used in selecting the appropriate carrier for shipment of merchandise.

Procedures for reporting and handling damaged merchandise.

How to inspect contents of cases against packing slip.

How to count contents of cases against packing slip.

Knowledge of or Understanding that: (Contd.)

How to write detailed receiving slip if no Purchase Order.

How to plan and develop a receiving schedule.

How to determine priorities for processing merchandise received.

How to follow through on undelivered or lost in transit merchandise.

Storing merchandise using the alphabet method.

Storing merchandise suing the numerical method.

Merchandise using the numerical method.

How to check actual count against control card.

How to compile complete inventory count.

How to deduct items sold from sales invoice.

How to establish an inventory control system.

Stocking merchandise in appropriate place and manner, using stock rotation.

Wholesaling (Contd.)

Skill:

Ability to complete shipping invoices.

Ability to count and sort merchandise in preparation for shipment.

Ability to check packing of merchandise in preparation for shipment.

Assembling packing cases.

Writing address labels.

Weighing packed cases.

Preparing shipping documents.

Ability to complete bills of lading.

Ability to file bill of lading copy.

Ability to file invoice copy.

Ability to write damage report if necessary.

Ability to operate lift truck for storing heavy parts.

Ability to count stock.

Ability to conduct periodic stock counts for reordering of stock (unit control).

Ability to conduct periodic stock counts for inventory (dollar control).

In analyzing inventory records to detect stock distractions.

In determining best location for stock considering shelf and floor space, flow patterns, and available fixtures.

In sorting merchandise by department, size, color, styles where appropriate.

Ability to verify item number to item when completing sales and/or shop orders.

Ability to select correct item(s) ordered from shelf.

In entering amount selected on sales invoice.

Attitude:

An awareness of the importance of distributing merchandise to proper wholesale location.

An awareness of keeping aisles clear of hazards.

An awareness of maintaining accurate inventory control records.

That advising buyers of merchandise needs is necessary to maintain customer patronage.

COMPETENCIES: MARKETING

MARKETING

Knowledge of or Understanding that:

The functions of marketing.

The factors influencing the adoption of the marketing concept.

The four P's of marketing.

Consumer goods in general and specifically convenience goods, shopping goods, and specialty goods.

Industrial goods and their classification.

The different types of consumer channels.

The different types of industrial channels.

The three different types of intensities of distribution.

The factors influencing channel usage.

The purpose of a marketing information system.

The nature of retailing.

The evolution of retailing in America.

The six different types of retailing institutions.

Current trends in retailing.

The nature of wholesaling.

The difference between merchant and agent middlepersons.

The difference between wholesaler, retailer, wholesaling, and retailing.

The characteristics of general merchandise, general line, and specialty wholesalers.

The operating methods of limited-function wholesalers.

The modes of transportation.

The objectives of advertising.

The accepted relationships between the advertiser and the advertising agent.

The elements which must be considered in developing an advertising strategy.

Marketing (Contd.)

Knowledge of or Understanding that: (Contd.)

The steps involved in developing an advertising campaign.

The different types of special promotions.

The objectives of personal selling.

The four basic types of salesperson.

The reasons the approach is important.

The types of sales approach.

The various methods of conducting a successful demonstration.

The general procedure of handling objections.

The closing techniques.

The basis for dividing line authority.

The position of the product manager.

The four types of merchandising activities.

Internal and external factors influence pricing decisions.

The reasons for a product success.

The reasons for product failures.

Skill:

Ability to recognize the three organizational conditions before the adoption of the marketing concept.

Ability to differentiate between rational and emotional buying motives.

Ability to contrast current consumer buying habits with those of 10 to 20 years ago.

In relating Maslow's hierarch needs to explain buyer behavior.

Ability to distinguish buyer behavior using the following concepts: 1) self-image, 2) brand image, 3) Festinger's theory of cognitive dissonance, 4) reference groups, and 5) diffusion process.

In choosing a channel of distribution for a product.

Ability to categorize marketing research studies.

In developing and completing a research project.

Ability to differentiate between intuition-based and information-based marketing decisions.

Ability to give examples of users of sales records in marketing decisions.

Ability to analyze certain factors before deciding on inventory size.

Ability to analyze certain factors before deciding to operate own warehouse or use a branch warehouse.

In preparing a sales promotion budget using the percent of sales method, unit of sales method, and task method.

Ability to distinguish between the different types of advertising media.

Ability to distinguish between objections and excuses.

Ability to contrast the three methods of compensating salesperson.

In determining whether a price skimming strategy, penetration pricing, premium pricing, and promotional pricing are appropriate for a particular marketing strategy.

Ability to compare and contrast at least five of eleven product-market strategies.

Marketing (Contd.)

Attitude:

An awareness of the significance of marketing in our society today and its effect upon our economic environment.

An awareness of the economic importance of marketing channels.

That misdirected marketing effort will interfere with company operations.

An awareness of the importance of physical distribution.

An awareness of the total system of physical distribution.

An awareness of the personal qualities for the salesperson.

That the three essential areas of knowledge for selling is important.

An awareness of the effects of company goals on the marketing organization.

A belief that marketing decisions interrelate with other departments in a company.

COMPETENCIES: ADVERTISING/DISPLAY

ADVERTISING/DISPLAY

Knowledge of or Understanding that:

The sources of change which affect consumer demands.

Changes in society does have an affect on the demand for goods and services.

The major retailing trends that reflect societal changes.

The principal sources of information needed for market research.

Other kinds of information necessary for successful marketing.

Maslow's hierarchy of man's needs.

The sources of information available to businesses.

The kinds of information provided by each source.

Acceptable techniques used by businesses in researching market data.

The reasons businesses use advertising.

The benefits of planning the advertising program.

Recent marketing strategies used to promote products.

The goals of an advertising program.

The factors used in evaluation of advertising media.

The advantages and limitations of newspaper as a medium.

How to advertise in newspapers.

The advantages and limitations of radio and television as advertising media.

The ways of buying radio and television time.

The use of radio and television to achieve the purpose of advertising.

The characteristics of goods and services which should be used in promotional ads.

The parts of newspaper copy.

The types of headlines used in advertising copy.

The components of good newspaper advertising layout.

The types of television copy structure.

Advertising/Display (Contd.)

Knowledge of or Understanding that: (Contd.)

The use of a storyboard in creating a television advertising.

Other advertising media and recognize the advantages and limitations of each.

The history of retail advertising.

The nature of display--visual merchandising.

The comprehensive nature of visual merchandising.

The different types of display used by retailers.

The five principles of display and design.

The two types of balance used in display.

The ways of creating emphasis within a display.

The five ways in which harmony can be achieved.

The four space divisions or configurations by which proportion can be achieved.

The four ways to achieve rhythm in display.

The use of lighting in display.

The phases of lighting used for display illumination.

The persons in display and their responsibilities.

That different types of merchandise require different types of lighting.

Advertising/Display (Contd.)

Skill:

Ability to interpret managerial considerations for appropriating advertising funds.

Ability to apply two methods of budgeting for advertising.

In evaluating the adequacy of an advertising budget allotment.

Ability to differentiate between national ads and local ads.

Recommending appropriate ideas for institutional advertising.

Ability to write a newspaper ad using a factual approach and using an imaginative approach.

Ability to identify the different types of radio advertising.

Ability to apply the techniques of writing radio copy.

Ability to forecast major retailing trends in advertising.

In recognizing the five elements of display.

Ability to demonstrate an understanding of the importance of each element of display relative to the purpose of display.

Advertising/Display (Contd.)

Attitude:

An awareness of the importance of changing the demand curve through advertising.

A realization of the impact of consumerism on the retail activity.

An awareness of the need for an advertising budget.

Appreciate the importance of timing advertisements.

An awareness of how advertising agencies and cooperative advertising benefit the advertiser.

Abuses do occur in advertising.

An appreciation of the self-regulation businesses have imposed upon themselves.

An awareness of understanding the importance of display as a part of visual merchandising.

That balance is an important part in display.

An awareness of the importance of the point of emphasis in the display.

That cooperation between the display and other departments is essential.

COMPETENCIES: RETAILING

RETAILING

Knowledge of or Understanding that:

The history of retailing.

The classifications of retail stores.

The future trends in retailing.

The factors to consider when choosing a location for a store.

The decisions that must be made to develop a store layout plan.

The basic concepts of franchising.

The different types of franchise.

The areas of conflict between franchiser and franchisee.

The basic management principles applicable to retailing.

The structure of an organization.

The nature of the market.

The classification of motives.

The responsibilities of the buyer and assistant buyer.

The factors that affect pricing.

The functions of and procedures used in receiving merchandise.

The purpose of labeling.

The principles of marking.

The nature of personal selling.

The job responsibilities of salespeople.

The five sources of product information that are available to a salesperson.

The nature of advertising and sales promotion.

The characteristics of various media.

The different ways of setting up an advertising budget.

The types and uses of sales promotional devices.

Retailing (Contd.)

Knowledge of or Understanding that: (Contd.)

The motives for owning credit cards.

The actions to observe in spotting a shoplifter.

The six deterrent techniques of shoplifting.

The procedures to prevent internal theft.

Retailing (Contd.)

Skill:

Ability to distinguish between retail, retailing, market, marketing, merchandise, and merchandising.

In selecting the building, fixtures, and equipment necessary for a retail store.

In recognizing the advantages and disadvantages of franchising.

Ability to prepare a simple organization chart.

In determining how markets may be segmented.

Ability to give examples of determining customer wants.

Ability to show skill at balancing an assortment of goods among price lines, sizes, types of goods, styles, and colors.

Ability to develop and know when to use an open-to-buy and assortment plan.

Ability to compute markup percent based upon cost. Compute markup percent based upon retail. Compute markdown.

In illustrating the use of psychology in pricing.

Ability to identify the various types of tickets and/or labels.

Ability to identify methods and procedures used in merchandise control.

Ability to solve problems in the retail inventory method of estimating inventory.

Ability to solve problems in costing inventory by LIFO, FIFO, and weighted average.

In identifying the types of expenses a retail store may incur.

Ability to prepare an expense budget.

Ability to differentiate between promotional and institutional advertising.

Ability to develop basic procedures for making credit decisions.

Ability to locate the sources of secondary information.

Ability to give examples of methods of collecting primary data.

Attitude:

An awareness of the relationship of the free enterprise system to the retailing process.

An awareness of how perception and attitude influence purchasing behavior.

An awareness of how an understanding of stages in the purchasing decision process can help retailers serve customers.

A realization of the importance of planning for each item of merchandise in the store.

An awareness of the selling process.

An awareness of the different types of credit arrangements.

The belief that marketing research plays an important role in the retail firm.

BUSINESS COURSE ABSTRACTS

BUSINESS COURSE ABSTRACT: SELLING

SELLING

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
I. The Nature of Selling	I. The Nature of Selling	I. The Nature of Selling Reading assignment Lecture	I. The Nature of Selling The student should be able to:
Define the basic terminology of selling.	A. Basic Selling Terms	Discussion	Define selling, direct sales, retail sales, salesmanship, professional salesperson.
Explain the importance of selling to our economy.	B. Selling and Economic Fundamentals		Explain the role of selling in our economy.
Describe the history of sales.	C. History of Selling		Briefly compare and contrast the early salesperson with today's professional salesperson.
Explain the relationship of selling to the marketing concept.	D. The Marketing Mix E. Marketing Concept		Explain the relationship between selling and the marketing concept.
Develop a code of ethics they would abide by in a sales position.	F. Selling, Social Responsibility, Ethics, and Society		Develop a code of ethics for yourself that you would abide by in a sales position.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
Describe the qualities necessary for becoming a professional salesperson.	G. Characteristics of a Professional Salesperson		Describe eight characteristics necessary to be a successful salesperson.
Differentiate between retail, wholesale, and industrial selling.	H. Types of Selling 1. Consumer versus industrial 2. Middleperson versus retail 3. Methods of compensation		Explain the difference among retail, wholesale, and industrial selling.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
II. Basic Principles Used in Selling	II. Basic Principles Used in Selling	II. Basic Principles Used in Selling	II. Basic Principles Used in Selling
		Reading assignment	The student will:
Appreciate the value of product knowledge in selling.	A. Importance of Product Knowledge 1. To the salesperson 2. For customers	Lecture Discussion Speaker	Explain why product knowledge is essential for success in sales.
Describe the three types of product knowledge.	B. Kinds of Product Knowledge 1. Physical characteristics 2. Product--in use 3. Product related		Describe and give two examples of each type of product knowledge.
Name sources used in gathering product facts.	C. Where to Get Information		List five sources a salesperson should use in gathering facts.
Distinguish between product features and product benefits.	D. Product Features Versus Product Benefits		Explain and give examples of the difference between product features and product benefits.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
Translate product features into buyer benefits.	E. Translating Features into Benefits		List three products: three features for each and translate these features into buyer benefits.
Compare and contrast buying motives of consumer.	F. Buying Motives		Compare and contrast a number of common buying motives.
List rational and emotional buying motives.	G. Rational and Emotional Buying Motives		List five rational and emotional buying needs.
Recognize common types of customers and their common behavior traits.	H. How to Recognize Common Types of Customers and Their Behavior Traits		Identify the common types of customers. Illustrate common behavior traits.
Demonstrate correct methods of handling the common types of customers.	I. Methods in Handling Common Types of Customers		Show two methods of handling the common types of customers.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
III. Prospecting for Sales	III. Prospecting for Sales	III. Prospecting for Sales	III. Prospecting for Sales
Define prospecting.	A. What Prospecting is	Reading assignment Lecture	Define prospecting.
Identify methods and sources for consumer prospects.	B. Methods and Sources of Consumer Prospects 1. Continual growth 2. Center of influence 3. Sales associate 4. Look-and-see 5. Cold canvase 6. Customer referral	Discussion Film	Describe the six methods and sources used in prospecting. Given a product to sell and a list of product features and potential customer benefits, develop a suitable prospect list.
Apply the three-point system to qualify a prospect for a sale.	C. Qualifying Prospective Buyer (What to do with Buyer) 1. Determine buyer's needs and/or wants 2. Authority to buy 3. Ability to pay		Given a series of prospects for a product, qualify each prospect in terms of wants or needs, authority to buy, and ability to pay.
Know general guidelines for better territory coverage in selling.	D. Territory Coverage		List three guidelines to better territory coverage.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
IV. The Preapproach	IV. The Preapproach	IV. The Preapproach	IV. The Preapproach
Understand the importance of the preapproach.	A. Preapproach Defined	Reading assignment Lecture	Explain the importance of preapproach.
List the sources and techniques for gathering information on prospects before the sales interview.	B. Prospect Information 1. Business data 2. Personal data 3. Credit information	Discussion Film	List and describe stages in the preapproach.
Develop four approaches to use to get an interview.	C. Telephone Approaches 1. Solution approach 2. Service approach 3. After mailing approach 4. Thank you approach 5. Congratulations approach 6. Social approach	Write four different scripts to use in arranging an interview. Product will be chosen by student.	Appraise the four scripts based upon appeal, effectiveness, and appropriateness for product.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
V. Sales Presentation	V. Sales Presentation	V. Sales Presentation	V. Sales Presentation
Explain the importance of developing a well-planned sales presentation.	A. Importance of Well-Planned Sales Presentation	Reading assignment Lecture	Explain the importance of developing a well-planned sales presentation.
		Discussion	
Describe the four types of presentation formulas.	B. Approaches to the Sales Presentation	Film	Describe the four types of presentation formulas.
	1. Salesman-Oriented Approaches		
	a. Stimulus response formula		
	b. AIDA formula		
	c. Idea sequence formula		
	2. Customer-Oriented Approaches		
	a. Need satisfaction formula		

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
Know the steps in a sales presentation.	C. Outline of a Sales Presentation 1. Introduction 2. Attention 3. Interest 4. Desire 5. Proof 6. Action 7. Sales tools 8. Demonstration 9. Questions 10. Repetition 11. Price		List the stages in the sales presentation and give an example of a method that can be used in each stage.
Realize the importance of questioning and listening to the prospective buyer.	D. Listening to the Prospective Buyer		
	E. Determining the Major Buying Motive 1. Pedestal questions 2. Discovering need and problem questions		List three methods for finding the prospect's buying motive.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
VI. Sales Resistence and Objections in the Selling Process	VI. Sales Resistence and Objections in the Selling Process	VI. Sales Resistence and Objections in the Selling Process	VI. Sales Resistence and Objections in the Selling Process
Distinguish between objections and excuses.	A. Objections and Excuses 1. Objections 2. Excuses	Reading assignment Lecture Discussion	Given a list of objections and excuses, separate the list into objections and excuses.
Describe the general procedure of handling objections.	B. General Procedure for Handling Objections 1. Listen carefully to the objections 2. Restate the objection 3. Concede before answering 4. Answer briefly 5. Ask for the order	Role playing	Summarize the general procedure of handling objections.
Describe specific methods of coping with different types of objections.	C. Coping with Objections 1. Restating method 2. "Yes-but" method 3. Doubt creating method		Given a list of six specific objectives that are commonly raised in a sales presentation, explain how each should be handled.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
VII. Successful Closing Techniques	VII. Successful Closing Techniques	VII. Successful Closing Techniques	VII. Successful Closing Techniques
List the various buying signals that indicate the buyer has made a buying decision.	A. Signs of Interest 1. Agreement 2. Attention 3. Operation 4. Terms 5. Guarantee 6. Service	Reading assignment Lecture Discussion	Given a list of customer responses, including comments, questions, and actions, identify those that are possible buying signals.
Describe how to effectively use the various methods of closing a sale.	B. Methods of Closing 1. Asking for the order directly 2. Reviewing the selling points 3. Contrasting advantages and disadvantages 4. Assuming a close 5. Offering a choice 6. Suggesting ownership 7. Making a premium close 8. Making a last chance close		List the various methods of closing a sale and describe how to effectively use them.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
	B. Methods of Closing (cont'd) 9. Making a standing-room-only close 10. Making a narrative close 11. Narrowing the choice 12. Making a conditioned close		

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
VIII. Ideas for Creative Retail and Industrial Selling	VIII. Ideas for Creative Retail and Industrial Selling	VIII. Ideas for Creative Retail and Industrial Selling	VIII. Ideas for Creative Retail and Industrial Selling
Define creativity and creative selling.	A. What is Creativity? 1. Creativity in selling		Define creativity and creative selling.
Explain what a retail selling job involves.	B. Scope of Retail Selling		Explain what a retail selling job involves.
Describe the various techniques used by creative salespersons in presenting merchandise to retail customers.	C. Presenting the Merchandise 1. How to demonstrate 2. "Trading up" through suggestions 3. Suggesting related items 4. Suggesting alternatives 5. Narrowing the choice		Describe the techniques used in presenting merchandise to retail customers.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
List the most effective closing techniques in retail selling.	D. Successful Closings 1. Attention focusing 2. Minor points 3. Summarizing 4. Price 5. Terms and special services 6. Guarantee or refund policy		List the closing techniques used in retail selling.
Describe the nature of industrial selling.	E. Nature of Industrial Products and Industrial Salespeople		Describe the nature of industrial selling.
Organize an industrial sales presentation.	F. Preparing to Sell to Professional Buyers		Outline an industrial sales presentation.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
IX. Personal Aspects of Selling	IX. Personal Aspects of Selling	IX. Personal Aspects of Selling	IX. Personal Aspects of Selling
Describe the important qualities essential to the salesperson's career.	A. The Sales Winning Personality 1. Friendly 2. Interested 3. Tolerant 4. Empathetic 5. Helpful and cooperative	Reading assignment Lecture Discussion	Given a list of personal qualities, explain why each is important to the salesperson's career.
Explain the value of careful and responsible management of time in a sales job.	B. Time Management 1. Planning 2. Preparing a schedule 3. Making appointments		Explain why self-management is particularly important for a salesperson.
List the things salespeople do to overcome a sales slump.	C. Overcoming a Sales Slump 1. Work harder 2. Work more enthusiastically 3. Set your sights on something big 4. Keep defeatism out of your mind		List the techniques salespeople use to overcome a sales slump.

BUSINESS COURSE ABSTRACT: ADVERTISING/DISPLAY

ADVERTISING/DISPLAY

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
Module B			
I. Dynamics of Society and the Advertiser's Response to Change	I. Dynamics of Society and the Advertiser's Response to Change	I. Dynamics of Society and the Advertiser's Response to Change	I. Dynamics of Society and the Advertiser's Response to Change
To be able to identify sources of change which affect consumer demands.	A. Sources of Change in American Society	Reading assignment	The student will explain in writing the various sources of change in American society with 70% efficiency.
To be able to understand how changes affect the demand for goods and services.	B. The Effect of Change	Reading assignment	The student will display knowledge of how societal changes affect the demand for goods and services in writing with a minimum of 70% efficiency.
	1. Product comparables	Lecture/discussion	
	2. Product comparables based on demographics		
	3. The minority market		
	4. Impact of educational changes		
	5. Wants and needs of an affluent society		

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
To be able to understand the importance of changing the demand curve through advertising.	C. A Review of the Economic Laws of Supply and Demand and Their Impact upon the Marketing Process 1. Law of supply 2. Law of demand 3. Law of diminishing returns	Reading assignment Lecture/discussion Transparencies of demand and supply curves	The student will explain in writing the importance of the demand relative to the supply curve and explain the law of diminishing returns with a minimum of 70% efficiency.
To be able to identify major retailing trends that reflect societal changes.	D. Major Retailing Trends 1. Diversification 2. Chain store growth 3. Discount stores 4. Direct selling 5. Shopping centers	Reading assignment Lecture/discussion AV-shopping centers, new store directions	The student will explain in writing the major trends in retailing with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
II. Advertising--The Need for Information	II. Advertising--The Need for Information	II. Advertising--The Need for Information	II. Advertising--The Need for Information
To be able to understand the impact of consumerism on the retail activity.	A. Impact of Consumers 1. The marketing concept 2. Freedom of choice 3. Market complexities 4. Consumer economics	Reading assignment Lecture/discussion	The student will explain in writing the dynamics of consumerism on the retail activity with a minimum of 70% efficiency.
To be able to identify the principal sources of information needed for market research.	B. Kinds of Information About Consumers 1. Demographic data 2. Psychological and motivational data 3. Product preference and product image	Reading assignment Lecture/discussion	The student will list the various data necessary for valid market research with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
To be able to identify other kinds of information necessary for successful marketing.	C. Other Information Needed 1. Economic information 2. Merchandise knowledge 3. Data on competitors 4. Market saturation 5. Status of national advertising	Reading assignment Lecture/discussion	The student will explain in writing other information needed for successful marketing with a minimum of 70% efficiency.
To be able to identify Maslow's hierarchy of man's needs.	D. Maslow's Theory of Man's Hierarch Needs 1. Physiological 2. Security (safety) 3. Social 4. Self-esteem 5. Self-actualization	Reading assignment Lecture/discussion Transparency--Maslow's hierarchy of man's needs	The student will be able to identify Maslow's theory of man's hierarch needs with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
III. Information Research	III. Information Research	III. Information Research	III. Information Research
To be able to identify sources of information available to businesses and explain the kinds of information provided by each source.	A. Sources of Information 1. Sources within the community a. State and local government b. Chamber of commerce c. Visitor's bureau d. Competitors e. Store records f. Library g. Consumers	Reading assignment Lecture/discussion Guest speaker from local business Topic: Sources of information data and utilization of data in business promotion	Given a series of objective questions, the student will identify sources of information and prioritize the kinds of information given relative to a specific business with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
	2. Sources within the community		
	a. Federal government agencies		
	b. Trade associations		
	c. Business publications		
	d. Professional memberships		
	e. National consumer data		
To be able to identify acceptable techniques used by businesses in researching market data.	B. Research Techniques	Reading assignment	The student will structure an instrument for data collecting, i.e., a telephone or personal interview or direct mailer with a minimum of 70% efficiency.
	1. Surveys	Lecture/discussion	
	a. Telephone		
	b. Direct mail		
	c. Personal interviews		
	2. Advisory boards		
	3. Comparison shopping		

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
IV. Structuring the Advertising Budget	IV. Structuring the Advertising Budget	IV. Structuring the Advertising Budget	IV Structuring the Advertising Budget
To be able to comprehend the reasons businesses use advertising.	A. Specific Reasons for Advertising 1. To insure minimum profits 2. To increase net profits 3. To attract new customers 4. To retain present customers 5. To increase stability of store operations 6. To reinforce the impact of other promotional efforts	Reading assignment Lecture/discussion Use techniques in surveying market as outlined in Module B, III. B. Research Techniques	The student will explain in writing why businesses use advertising with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
To be able to interpret managerial considerations for appropriating advertising funds.	B. Factors Considered in Appropriating Advertising Funds 1. Advertising costs 2. Advertising as a variable expense 3. Interrelationship of advertising with other areas of merchandising 4. Recognition of the impact of advertising 5. Management by objectives 6. Visibility of advertising	Reading assignment Lecture/discussion	The student will participate in a group discussion considering the managerial objectives of advertising appropriations.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
To be able to understand the need for an advertising budget.	C. Budgeting 1. Psychological aspects of budgeting 2. The budget as a guide 3. Budgeting and control 4. Law of diminishing returns 5. Law of diminishing utility	Reading assignment Lecture/discussion	The student will explain in writing the reasons businesses need an advertising budget.
To be able to apply two methods of budgeting for advertising.	D. Method of Budgeting for Advertising 1. Percentage of sales method a. Advantages b. Limitations 2. Objective-task method a. Advantages b. Limitations	Reading assignment Lecture/discussion	Given appropriate data the student will construct an advertising budget based on: 1. The percentage of sales method 2. The objective-task method 3. The profit maximization method 4. The competitive parity method Minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
	3. Profit maximization method		
	a. Advantages		
	b. Limitations		
	4. Competitive parity method		
	a. Advantages		
	b. Limitations		
To be able to evaluate the adequacy of an advertising budget allotment.	E. Factors Which Affect Budget Allotments	Reading assignment Lecture/discussion	Given a case study which provides appropriate data, the student will evaluate the adequacy of the advertising budget allotment and provide justification for such allotment with appropriate recommendation with a minimum of 70% efficiency.
	1. Characteristics of the store or business		
	2. The nature of the market		
	3. Merchandise offering		
	4. Economic cycles		
	5. Competition		

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
	3. Profit maximization method a. Advantages b. Limitations 4. Competitive parity method a. Advantages b. Limitations		
To be able to evaluate the adequacy of an advertising budget allotment.	E. Factors Which Affect Budget Allotments 1. Characteristics of the store or business 2. The nature of the market 3. Merchandise offering 4. Economic cycles 5. Competition	Reading assignment Lecture/discussion	Given a case study which provides appropriate data, the student will evaluate the adequacy of the advertising budget allotment and provide justification for such allotment with appropriate recommendation with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
V. Planning the Advertising Program To be able to understand the benefits of planning the advertising program.	V. Planning the Advertising Program A. Benefits of Planning 1. Control of advertising costs 2. Effective coordination of advertising with other related areas 3. Anticipating and planning for new trends that affect sales 4. Recognizing past successes and failures 5. Meeting the challenges of competitors	V. Planning the Advertising Program Reading assignment Lecture/discussion	V. Planning the Advertising Program The student will explain in writing the benefits of planning the advertising program with a minimum of 70% efficiency.

91

90

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
To be able to define recent marketing strategies used to promote products.	B. Advertising and Marketing Strategies 1. Creativity 2. Image 3. Positioning 4. Media selection 5. Market segmentation 6. Target marketing 7. Use of loss leaders	Reading assignment Lecture/discussion Transparencies of examples	Given a list of terms and a series of definitions, the student will match the terms with the correct definitions with a minimum of 70% efficiency.
To be able to define the goals of an advertising program.	C. Advertising Goals 1. Primary goals a. Retention of present customers b. Attraction of new customers 2. Secondary goals a. Providing information and service b. Creating goodwill and positive public image	Reading assignment Lecture/discussion Project: Students will interview local retailers to determine their advertising goals	The student will list the primary and secondary goals of advertising with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
To be able to understand the importance of timing advertisements.	D. Timing Advertisements 1. Distribution of advertising by months a. Use of past sales data b. Adjustment of monthly allotments c. Contracyclical theory 2. Weekly appropriations 3. Seasonal and holiday advertising	Reading assignment Lecture/discussion Illustrations	The student will explain in writing the importance of timing advertisements with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
VI. Advertising Allies	VI. Advertising Allies	VI. Advertising Allies	VI. Advertising Allies
To be able to differentiate between national ads and local ads.	A. Comparison of a National and a Local Advertisement 1. National ads a. Purpose b. Use of emotional and imaginative appeals c. Use of generalities d. Use of media	Reading assignment Lecture/discussion Illustrations	The student will be able to distinguish national ads from local ads with a minimum of 70% efficiency.
To be able to comprehend how advertising agencies and cooperative advertising benefit the advertiser.	B. External Forces 1. Advertising agencies a. Functions b. Services provided c. Limitations 2. Cooperative advertising a. Types b. Benefits c. Limitations	Reading assignment Lecture/discussion Guest speaker--member of advertising agency	The student will explain in writing how advertising agencies and cooperative advertising benefit the advertiser with a minimum of 70% efficiency.

ADVERTISING/DISPLAY

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
Module C			
I. Selecting Advertising Media	I. Selecting Advertising Media	I. Selecting Advertising Media	I. Selecting Advertising Media
To be able to identify factors used in evaluation of advertising media.	A. Triangle of Media Characteristics 1. Coverage and scope 2. Impact a. Quantitative factors b. Qualitative factors 3. Frequency a. Continuity b. Repetition 4. Variety	Reading assignment Lecture/discussion	The student will explain in writing factors which must be considered in media selection with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
To be able to identify factors used in evaluation of advertising media.	B. Limits on Media Options	Reading assignment	The student will explain in writing the factors which limit the use of advertising media with a minimum of 70% efficiency.
	1. Federal Trade Commission restrictions	Lecture/discussion	
	2. Media costs		
	3. Nature of copy		
	4. Availability of media copy and space		
	5. Postal limitations		

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
II. Advertising Media--Newspaper	II. Advertising Media--Newspaper	II. Advertising Media--Newspaper	II. Advertising Media--Newspaper
To be able to identify the advantages and limitations of newspaper as a medium.	A. Newspaper as an Advertising Medium 1. Advantages a. Effective scope b. Flexibility c. Relative ease of ad preparation d. Public acceptance of newspaper e. Stimulation of immediate sales 2. Limitations a. Circulation waste b. Duplication of copy c. Competition for attention d. Poor reproduction quality e. Increasing ad rates	Reading assignment Lecture/discussion Examples of ads	Given a series of objective questions, the student will identify advantages and limitations of newspaper ads with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
To be able to understand how to advertise in newspapers.	B. How to Buy Ad Space	Reading assignment	Given a local newspaper rate card, the student will compute the cost of placing an ad with 100% efficiency.
	1. Computing display and rates	Lecture/discussion	
	2. Understanding volume discounts		
	3. Ad placement factors		
	4. Use of color		
	5. Use of advertising allowances		
	6. National line rate		

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
III. Advertising Media--Radio and Television	III. Advertising Media--Radio and Television	III. Advertising Media--Radio and Television	III. Advertising Media--Radio and Television
To be able to identify the advantages and limitations of radio and television as advertising media.	A. The Broadcast Media 1. Radio a. Advantages b. Limitations 2. Television a. Advantages b. Limitations	Reading assignment Lecture/discussion	Given an objective test, the student will identify the advantages and limitations of radio and television advertising with a minimum of 70% efficiency.
To be able to identify ways of buying radio and television time.	B. Buy Radio and Television Time 1. Spot announcements 2. Sponsorship 3. Package plans 4. Drive time, prime time 5. Run of station scheduling	Reading assignment Lecture/discussion	The student will explain in writing ways to buy radio and/or television time with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
To be able to understand the use of radio and television to achieve the purpose of advertising.	C. Using Radio and Television Time 1. Awareness of target 2. Selection of station and channel 3. Time of day 4. Program	Reading assignment Lecture/discussion Guest lecturer from a local radio or television station	The student will explain in writing the use of radio and television in achieving advertising goals with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
IV. Choosing What to Advertise	IV. Choosing What to Advertise	IV. Choosing What to Advertise	IV. Choosing What to Advertise
To be able to describe characteristics of goods and services which should be used in promotional ads.	A. Selecting Items for Promotional Ads 1. Popular items: fast stock turn 2. Timely items 3. Items stocked in depth 4. Items which reflect store image 5. Items of good value 6. Items with congruent price lines 7. News worthy items 8. Items promoted in national consumer advertising	Reading assignment Lecture/discussion Examples	The student will explain in writing the method to select items used in promotional advertising with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
To be able to identify and recommend appropriate ideas for institutional advertising.	B. Institutional Advertising	Reading assignment	Given a case study with appropriate data, the student will recommend appropriate institutional ad content with national ads with a minimum of 70% efficiency.
	1. Provide education	Lecture/discussion	
	2. Product knowledge		
	3. Use and abuse of anniversaries		
	4. Cultural and social events		
	5. Store services		
	6. Public service ads		

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
V. Newspaper Copy	V. Newspaper Copy	V. Newspaper Copy	V. Newspaper Copy
To be able to identify the parts of newspaper copy.	A. Parts of the Copy 1. Main headline 2. Subheadline 3. Lead-in paragraph 4. Body copy 5. Store signature and related data	Reading assignment	Given a newspaper ad containing all parts of newspaper copy, the student will label all parts of the copy with 100% efficiency.
To be able to write a newspaper ad using a factual approach and using an imaginative approach.	B. Copy Approaches 1. Factual 2. Imaginative 3. Combination	Reading assignment Lecture/illustration	Given a product to be advertised, the student will write one ad copy using the factual approach and another one using the imaginative approach with a minimum of 70% efficiency.
To be able to identify the types of headlines used in advertising copy.	C. Types of Headlines 1. News 2. Selective 3. Benefit 4. Promise 5. Curiosity	Reading assignment Lecture/illustration	Given a list of types of headlines and an example of each type, the student will match the appropriate headline with each example with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
To be able to understand the components of good newspaper advertising layout.	D. Basic Layout Principles	Reading assignment	The student will do a layout on a product selected by the student with national ads with a minimum of 70% efficiency.
	1. Balance	Lecture/illustration	
	a. Formal		
	b. Informal		
	2. Point of focus		
	3. Contrast		
	4. Unity		
	5. Illustrations		

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
VI. Creativity and Production of Broadcast Media	VI. Creativity and Production of Broadcast Media	VI. Creativity and Production of Broadcast Media	VI. Creativity and Production of Broadcast Media
To be able to identify the different types of radio advertising.	A. Types of Radio Advertisements 1. Straight announcements 2. Dialogues 3. Dramatization 4. Demonstrations (with special effects) 5. Humorous 6. Musical 7. Ad-lib	Reading assignment Lecture/discussion Illustrations	Given a list of types of radio commercials, the student will identify the types of radio advertisements played on a tape recorder with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
To be able to apply the techniques of writing radio copy.	B. Principles of Writing Radio Copy 1. Write like you talk 2. Use short, comprehensive phrases and sentences 3. Use action words 4. Slant copy to reach target listeners 5. Emphasize benefits 6. Repeat key points	Reading assignment Lecture/discussion Illustrations	Given a cassette tape and recorder, the student will produce an original radio commercial with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
To be able to understand the types of television copy structure.	C. Types of Television Copy Structure 1. Story line 2. Problem solving 3. Chronology 4. Testimonial 5. Suspense 6. Analogy 7. Humorous 8. Demonstration	Reading assignment Lecture/discussion Examples	Given a series of objective questions, the student will identify the types of television copy structure with a minimum of 70% efficiency.
To be able to understand the use of a storyboard in creating a television advertisement.	D. Storyboard Format 1. Writing the audio in sequence 2. Sketching the video in sequence 3. Coordinating audio with video 4. Animation technique	Reading assignment Lecture/discussion Video cassette viewer	The student will explain in writing the storyboard format used in television commercials with a minimum of 70% efficiency.

ADVERTISING/DISPLAY

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
Module D			
I. Other Advertising Media	I. Other Advertising Media	I. Other Advertising Media	I. Other Advertising Media
A.-F.	A. Transit Advertising	A.-F.	A.-F.
To be able to identify other advertising media and recognize the advantages and limitations of each.	1. Advantages	Reading assignment	Given a series of objective questions, the student will identify other advertising media recognizing the advantages and limitations of each with a minimum of 70% efficiency.
	2. Limitations	Lecture/discussion	
		Examples	
	B. Shopping Guide		
	1. Advantages		
	2. Limitations		
	C. Direct Mail Advertising		
	1. Advantages		
	2. Limitations		
	D. Suburban Tabloids		
	1. Advantages		
	2. Limitations		

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
	E. Point of Sale Advertising		
	1. Advantages		
	2. Limitations		
	F. Specialty Advertising		
	1. Advantages		
	2. Limitations		

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
II. Major Retail Advertising Trends	II. Major Retail Advertising Trends	II. Major Retail Advertising Trends	II. Major Retail Advertising Trends
To be able to understand the history of retail advertising.	A. History of Major Retailers 1. Sears Roebuck 2. J. C. Penney 3. Montgomery Ward	Reading assignment	The student will describe in writing the history of retail advertising with a minimum of 70% efficiency.
To be able to forecast major retailing trends in advertising.	B. Advertising Implications 1. Promoting the changing store image 2. Promoting house brands 3. Decentralization of advertising decision making 4. Price-oriented ads 5. "Product mix" a. Advertising all departments b. Advertising low gross and high gross profit items	Reading assignment Lecture/discussion Guest lecturer--buyer from retail establishment Topic: Balancing Departmental Advertising Through Good Planning and Stock Control	The student will forecast in writing the major retailing trends in advertising with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
	6. Convenience, service, and quality ads		

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
III. Legal and Ethical Restraints on Advertising	III. Legal and Ethical Restraints on Advertising	III. Legal and Ethical Restraints on Advertising	III. Legal and Ethical Restraints on Advertising
To be able to understand abuses which occur in advertising.	A. Common Advertising Abuses 1. Bait and switch 2. False advertising and misrepresentation 3. Abuses in advertising through the mail 4. Insufficient quantities	Reading assignment Lecture/discussion Case study of actual abuses which occurred	The student will describe in writing abuses which occur in advertising with a minimum of 70% efficiency.
To be able to comprehend the self-regulation businesses have imposed upon themselves.	B. Self-Regulation 1. Better Business Bureau 2. National and local advertising review boards 3. Department of Regulatory Agencies 4. Consumer Protection 5. Media self-regulation	Reading assignment Lecture/discussion	The student will explain in writing the structure of self-regulation businesses have imposed upon themselves.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
	6. Individual business self-regulation		

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
IV. Display--Visual Merchandising	IV. Display--Visual Merchandising	IV. Display--Visual Merchandising	IV. Display--Visual Merchandising
To be able to define display--visual merchandising and explain the comprehensive nature of visual merchandising.	A. Definition of Visual Merchandising 1. Elements of visual merchandising 2. Coordination between advertising and display 3. Visual merchandising planning	Reading assignment Lecture/discussion	The student will explain in writing the definition of visual merchandising and the comprehensive nature of visual merchandising with a minimum of 70% efficiency.
To be able to understand the importance of display as a part of visual merchandising.	B. The Goals of Display 1. Display in keeping with store image 2. Preselling through display 3. Publicizing the merchandise 4. Building goodwill	Reading assignment Lecture/discussion	The student will explain in writing the four goals of display with a minimum of 70% efficiency.
To be able to identify the types of display used by retailers.	C. Types of Display 1. Window displays 2. Interior displays	Reading assignment Lecture/discussion	The student will describe in writing the types of display used by retailers with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
V. Elements of Display	V. Elements of Display	V. Elements of Display	V. Elements of Display
To be able to recognize the five elements of display.	A. Elements of Display 1. Merchandise 2. Shelf, counter, or display area 3. Props 4. Lighting 5. Show cards	Reading assignment Lecture/discussion	The student will list five elements of display with 100% accuracy.
To demonstrate an understanding of the importance of each element of display relative to the purpose of display.	B. Importance of the Elements of Display 1. Merchandise selection and purpose of display 2. Display area and "magnetic attraction" 3. Props: Merchandise enhancement versus merchandise competition 4. Lighting: Good visual effect to properly show off merchandise	Reading assignment Lecture/discussion	The student will explain in writing the importance of each element of display relative to the purpose of display with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
	5. Show cards and the need for providing information and product benefits		

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
VI. Principles of Design and Arrangement	VI. Principles of Design and Arrangement	VI. Principles of Design and Arrangement	VI. Principles of Design and Arrangement
To be able to identify and define the five principles of display and design.	A. Principles of Display and Design 1. Balance 2. Emphasis 3. Harmony 4. Proportion 5. Rhythm	Reading assignment Lecture/discussion Students will evaluate store windows and determine quality of display.	The student will list and define the five principles of display and design with a minimum of 70% efficiency.
To be able to identify two types of balance used in display.	B. Types of Balance 1. Formal 2. Informal 3. Symmetry	Reading assignment Lecture/discussion Slide presentation to demonstrate types of balance	Shown a series of six window displays, the student will identify the type of balance used.
To be able to understand the importance of balance in display.	C. Importance of Balance 1. Psychological impact 2. Symmetry, views, and eye movement	Reading assignment Lecture/discussion	The student will explain in writing the importance of balance in display with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
To be able to understand the importance of the point of emphasis in the display.	D. Placement of the Part of Emphasis 1. Optical center placement 2. Upper left-hand corner placement 3. Emphasis and multiple viewpoints	Reading assignment Lecture/discussion	Given pictures of several displays, the student will identify the point of emphasis in each with a minimum of 70% efficiency.
To be able to explain ways of creating emphasis within a display.	E. Methods of Creating Emphasis 1. Through contrasting color 2. Through contrasting shapes 3. Through contrasting textures 4. Use of dominant items	Reading assignment Lecture/discussion	The student will explain in writing four ways to create emphasis with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
To be able to identify five ways in which harmony can be achieved.	F. Five Aspects of Harmony 1. Use of lines 2. Use of shape 3. Use of size 4. Use of texture 5. Use of dominant idea or theme	Reading assignment Lecture/discussion Illustrations	The student will explain in writing five ways to achieve harmony in display with a minimum of 70% efficiency.
To be able to identify four space divisions or configurations by which proportion can be achieved.	G. Achieving Proportion in Display 1. Use of pyramid arrangement 2. Use of step arrangement 3. Use of double-reverse curves 4. Use of repetition	Reading assignment Lecture/discussion Illustrations	The student will explain in writing four ways to achieve proportion in display with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
To be able to identify four ways to achieve rhythm in display.	H. Achieving Rhythm in Display 1. Repetition of shapes 2. Progression of sizes 3. Continuous line movement 4. Radiation	Reading assignment Lecture/discussion Illustrations	The student will explain in writing four ways to achieve rhythm in display with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
VII. Display Lighting	VII. Display Lighting	VII. Display Lighting	VII. Display Lighting
To be able to understand the use of lighting in display.	A. Use of Lighting in Display 1. Attracting shoppers 2. Enhancing merchandise 3. Emphasizing detail 4. Creating a mood	Reading assignment Lecture/discussion Illustrations	Given a series of photos, the student will demonstrate understanding the use of lighting in display with a minimum of 70% efficiency.
To be able to understand the phases of lighting used for display illumination.	B. Phases of Lighting 1. Primary lighting 2. Secondary lighting 3. Atmospheric lighting	Reading assignment Lecture/discussion Illustrations	The student will explain in writing the phases of lighting used in display with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
VIII. Display Teamwork	VIII. Display Teamwork	VIII. Display Teamwork	VIII. Display Teamwork
To be able to identify the persons in display and their responsibilities.	A. Display Personnel 1. Display director 2. Assistant display director 3. Display designer 4. Mannequin dresses 5. Window trimmers 6. Branch store personnel	Reading assignment Lecture/discussion	Given a series of objective questions, the student will identify display personnel and their responsibilities with a minimum of 70% efficiency.
To be able to understand the need for cooperation between the display and other departments.	B. Need for Cooperation 1. Display department and advertising department 2. Display department and merchandising department	Reading assignment Lecture/discussion	The student will explain in writing the need for cooperation between the display department and other departments with a minimum of 70% efficiency.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS	ACTIVITY EXPERIENCE	EVALUATION--CORRELATED WITH COMPETENCY
To be able to understand that different types of merchandise require different types of lighting.	C. Merchandising and Lighting 1. Appliances and lighting 2. Furniture and lighting 3. Glassware and lighting 4. Hardware and lighting 5. Fabric merchandise and lighting	Reading assignment Lecture/discussion Illustrations	Given a series of displays without lighting, the student will explain in writing the appropriate lighting to use with a minimum of 70% efficiency.

BUSINESS COURSE ABSTRACT: MARKETING

MARKETING

CONCEPT	TOPICS, CONTENT, INSTRUCTIONAL AREAS
I. Introduction to Marketing	I. Introduction to Marketing
A. Identify the functions of marketing.	A. Functions of Marketing 1. Buying 2. Selling 3. Risk bearing 4. Advertising 5. Wholesaling 6. Research 7. Retailing
B. Identify the factors influencing the adoption of the marketing concept.	B. Marketing Concept 1. Three Main Features a. Customer orientation b. Subordination of department goals to company-wide goals c. Unification of company operations 2. Environmental Factors Influencing Adoption of Marketing Concept a. Changes in market b. Technological changes c. Changes in marketing channels d. Changes in communications media

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
C. List the three organizational conditions before the adoption of the marketing concept.	C. Organizational Conditions Preceding Adoption of Marketing Concept 1. Product orientation 2. Departmental conflicts 3. Problems in communication Differentiate between marketing and production. 1. Production-oriented firm 2. Sales-oriented firm 3. Market-oriented firm
D. Explain the significance of marketing in our society today and its effect upon our economic environment.	D. Importance of Marketing 1. Cost to public 2. People employed 3. Effect on standard of living 4. Importance to individual firm
E. List and explain the four P's of marketing.	E. Four P's of Marketing 1. Product
E. 1. a. To relate the four stages in a product's life cycle.	a. Product Life Cycles 1) Pioneering 2) Growth 3) Maturity 4) Decline

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
E. 1. b. To describe the phases in product planning.	b. Planning for New Products c. Reasons for Adding 1) Growth 2) Goodwill 3) Maximum use of resource 4) Replacement d. Characteristics 1) Quality 2) Design 3) Size 4) Materials 5) Performance e. Discontinuance f. Reasons for Failure 1) Poor testing 2) Defective product 3) Errors in costing 4) Obsolescence 5) Competitor's action 6) Insufficient effort

COMPETENCY | TOPICS, CONTENT, INSTRUCTIONAL AREAS

2. Place

    a. Channel used
    b. Advantages of direct and indirect distribution
    c. Utility

3. Price

    a. Objectives

    b. Considerations

    c. Strategy

        1) Skimming
        2) Penetration
        3) Premium
        4) Promotional

4. Promotion

    a. Budgeting

        1) Percentage of sales method
        2) Units of sales method
        3) Tax method

    b. Media

    c. Display

    d. Publicity

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
II. The Consumer Market (The Consumer-Oriented Approach to Marketing)	II. The Consumer Market (The Consumer-Oriented Approach to Marketing)
A. Differentiate between rational and emotional buying motives.	A. Buying Motives 1. Rational vs. Irrational 2. Emotional a. Senses b. Sex c. Protection d. Status e. Personal satisfaction
B. Contrast current consumer buying habits with those of 10 to 20 years ago.	B. Buying Habits 1. Shopping hours 2. Quantities 3. Self-service 4. Changes 5. Convenience

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
III. Consumer Goods and Industrial Goods	III. Consumer Goods and Industrial Goods
A. Define consumer goods in general and specifically define convenience goods, shopping goods, and specialty goods.	A. Types of Consumer Goods 1. Convenience Goods a. Place b. Price c. Promotion 2. Shopping Goods a. Place b. Price c. Promotion 3. Specialty Goods a. Place b. Price c. Promotion
B. Define industrial goods and their classification.	B. Types of Industrial Goods 1. Raw materials 2. Fabricating materials and parts 3. Installation 4. Accessory equipment 5. Supplies 6. Services 7. Location 8. Credit

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
. Relate Maslow's hierarch needs to explain buyer behavior.	C. Maslow's Hierarch Needs 1. Physiological 2. Security (safety) 3. Social 4. Self-esteem 5. Self-actualization
. Distinguish buyer behavior using the following concepts: 1. Self-image 2. Brand image 3. Festinger's theory of cognitive dissonance 4. Reference groups 5. Diffusion process	D. Concepts Effecting Buyer Behavior 1. Self-image 2. Brand image 3. Festinger's theory of cognitive dissonance 4. Reference groups 5. Diffusion process

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
IV. Channels of Distribution	IV. Channels of Distribution
A. Explain the economic importance of marketing channels.	A. Economic Importance of Marketing Channels 1. Cost reduction 2. Financing 3. Cooperation in setting prices 4. Communication link 5. Promotional assistance 6. Reduction of the number of transactions
B. Describe the different types of consumer channels.	B. Channels of Distribution - Consumer 1. Direct: Producer to consumer 2. Indirect a. Producer to retailer to consumer b. Producer to wholesaler to retailer to consumer c. Producer to franchised retailer to consumer d. Producer to agent-middleman to retailer to consumer e. Producer to producer-owned retailer to consumer

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
C. Describe the different types of industrial channels.	C. Channels of Distribution - Industrial 1. Manufacturer to industrial user 2. Producer to distributor to user 3. Producer to selling agent to user 4. Producer to selling agent to industrial district to industrial user
D. Compare the three different types of intensities of distribution.	D. Intensity of Distribution 1. Mass (intensive) 2. Selective 3. Exclusive
E. Choose a channel of distribution for a product.	E. Managing the Channel 1. Gravity 2. Pull 3. Push
F. Identify the factors influencing channel usage.	F. Factors Influencing Channel Usage 1. Product 2. Market 3. Producer 4. Middleperson

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
Marketing Research and Information	V. Marketing Research and Information
A. Categorize marketing research studies.	A. Marketing Research Examples 1. Research on product and services 2. Research on markets 3. Research on sales methods and policies 4. Research on advertising
B.-H. Develop and complete a research project.	B. Identification of the Problem C. Definition of the Problem D. Making the Study 1. Secondary Data 2. Primary Data 3. Methods Used to Gather Information a. Observation method b. Questionnaire method c. Preparation of the questionnaire form d. Experimental method E. Sampling F. Collection of the Data G. Processing and Analysis of the Data H. Preparation of the Research Report

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
I. Differentiate between intuition-based and information-based marketing decisions.	I. Marketing Decisions
J. Explain the purpose of a marketing information system.	J. Information Outputs
K. Give examples of users of sales records in marketing decisions.	K. Analytical Ratios
L. Explain the effects of misdirected marketing effort upon a company's operation.	L. Misdirected Marketing Effort

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
Retailing	VI. Retailing
A. Define retailing.	A. The Nature of Retailing
B. Summarize the evolution of retailing in America.	B. Retailing, Today and Yesterday
C. Describe six different types of retailing institutions.	C. Major Classification of Retailers
D. Identify current trends in retailing.	D. Current Trends in Retailing 1. Franchising 2. Automation 3. Enclosed shopping centers 4. Leased departments 5. Shift in hours 6. Research

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
VII. Wholesaling	VII. Wholesaling
A. Define wholesaling.	A. Definition of Wholesaling
B. Differentiate between merchant and agent middlepersons.	B. Wholesaling Middlepersons 1. Merchants 2. Agents
C.-D. Differentiate between wholesaler, retailer, wholesaling, and retailing.	C. Retailers and Retailing D. Wholesaler and Wholesaling
E. Describe the characteristics of general merchandise, general line, and specialty wholesalers.	E. Wholesalers Classified by Range of Merchandise 1. General merchandise 2. General line 3. Specialty
F. Distinguish the operating methods of limited-function wholesalers.	F. Limited-Function Wholesalers 1. Truck and wagon wholesalers 2. Drop shippers 3. Rack jobbers 4. Mail order wholesalers 5. Cash-and-carry wholesalers

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
VIII. Physical Distribution	VIII. Physical Distribution
A. Describe the importance of physical distribution.	A. Importance of Physical Distribution
B. Explain the total system of physical distribution.	B. Total System Concept of Physical Distribution
	1. Determine the inventory locations and establish a warehousing system.
	2. Establish a materials handling system.
	3. Maintain an inventory control system.
	4. Establish procedures to process the orders.
	5. Select the method of transportation.
C. Analyze certain factors before deciding on inventory size.	C. Inventory Size
D. Analyze certain factors before deciding to operate own warehouse or use a branch warehouse.	D. Storage Decisions

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
E. Identify the modes of transportation.	E. Methods of Transportation 1. Railroads 2. Trucks 3. Pipelines 4. Waterways 5. Air carriers 6. Containerization

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
Marketing Communication	IX. Marketing Communication
A. Prepare a sales promotion budget using the percent of sales method, unit of sales method, and task method.	A. Budgeting 1. Percent of sales method 2. Unit of sales method 3. Task method
B. State the objectives of advertising.	B. Objectives of Advertising
C. Summarize the accepted relationships between the advertiser and the advertising agent.	C. Advertiser-Agency Relationships
D. Distinguish between the different types of advertising media.	D. Advertising Media 1. Newspaper 2. Consumer magazines 3. Television 4. Radio 5. Direct advertising 6. Billboards 7. Car cards 8. Other types

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
Identify the elements which must be considered in developing an advertising strategy.	E. Advertising Strategy 1. Product market aspects 2. Distribution aspects 3. Promotional aspects 4. Pricing aspects
List the steps involved in developing an advertising campaign.	F. Developing Advertising Campaigns 1. Objectives 2. Budgets 3. Ad creation 4. Media selection
Explain the different types of special promotions.	G. Special Promotions 1. Fashion shows 2. Demonstrations 3. Sampling 4. Premiums 5. Trading stamps 6. Display

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
Personal Selling	X. Personal Selling
A. Explain the objectives of personal selling.	A. Objectives of Personal Selling
B. Identify the personal qualities for the salesperson.	B. Personal Qualities for the Salesperson 1. Appearance 2. Enthusiasm 3. Voice and speech 4. Tact 5. Self-discipline
C. Describe the four basic types of salesperson.	C. Types of Salesperson 1. Trade 2. Missionary 3. Technical 4. New business
D. Describe the three essential areas of knowledge for selling.	D. Essential Knowledge for Selling 1. Company knowledge 2. Product knowledge 3. The competition

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
List the reasons the approach is important.	E. The Importance of a Good Approach 1. Creates favorable impression 2. Puts the customer at ease 3. Builds customer confidence in the salesperson 4. Starts the selling process
List the types of sales approach.	F. Types of Sales Approach 1. Greeting or personal 2. Merchandise 3. Service
Identify the various methods of conducting a successful demonstration.	G. How to Show and Demonstrate 1. Dramatic demonstration 2. Prospect participation 3. Competitive demonstration
Distinguish between objections and excuses.	H. Objections and Excuses 1. Objections 2. Excuses

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
I. Describe the general procedure of handling objections.	I. General Procedure for Handling Objections 1. Listen carefully to the objection. 2. Restate the objection. 3. Concede before answering. 4. Answer briefly. 5. Ask for the order.
J. Identify closing techniques.	J. Specific Techniques for Closing a Sale 1. Asking for the order directly 2. Contrasting advantages and disadvantages 3. Assuming a close 4. Offering a choice 5. Making a narrative close 6. Narrowing the choice
K. Contrast the three methods of compensating salesperson.	K. Salesperson Compensation 1. Straight salary 2. Straight commission 3. Base salary plus commission

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
XI. Marketing Organization	XI. Marketing Organization
A. Relates the effects of company goals on the marketing organization.	A. Company Goals
B. Explain the interrelationship of marketing decisions and the other departments in a company.	B. Organizational Responsibility for Policy Formulation
C. Describe the basis for dividing line authority.	C. Dividing Line Authority 1. Geographic 2. Product 3. Customer or marketing channel division 4. Several bases
D. Define the position of the product manager.	D. Product Manager
E. Describe four types of merchandising activities.	E. Merchandising Activities 1. Product development 2. Standardizing and grading 3. Buying and assembling 4. Selling

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
Determine whether a price skimming strategy, penetration pricing, premium pricing, and promotional pricing are appropriate for a particular marketing strategy.	F. Pricing Strategies 1. Price skimming 2. Penetration pricing 3. Premium pricing 4. Promotional pricing
Identify internal and external factors which influence pricing decisions.	G. Factors Influencing Pricing Decisions 1. Public image 2. Product image 3. Distribution 4. Promotional 5. Cost

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
Evaluating a Marketing Application	XII. Evaluating a Marketing Application
A. Explain the reasons for a product success.	A. Reasons for Product Success 1. Effective marketing research 2. Effective product design and engineering 3. Effective sales promotion 4. Effective follow-up
B. Describe the reasons for product failures.	B. Reasons for Product Failures 1. Insignificant product difference 2. Poor product positioning 3. No point of difference 4. Bad timing 5. Poor product performance 6. Wrong market for company 7. Costs 8. Inadequate sales effort
C. Compare and contrast at least five of eleven product-market strategies.	C. Product-Market Strategies 1. Product design simplification 2. Greater integration 3. Reverse integration
C. 4. Analyze the chief forms of merchandising.	4. Remerchandising a. Product quality b. Product service c. Product guarantee d. Packaging e. Branding

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
	5. Product line simplification and discontinuance
	6. Planned obsolescence
	7. Trading up and down
	8. Product customization
	9. Product line extension
	10. Diversification into related product lines
C. 11. Analyze factors in determining whether to use a family or individual brand.	11. Family vs. individual brand

BUSINESS COURSE ABSTRACT: RETAILING

RETAILING

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
I. A General View of Retailing	I. A General View of Retailing
A. Distinguish between retail, retailing, market, marketing, merchandise, and merchandising.	A. Terms Defined 1. Retail - Sale of commodities or goods in small quantities to ultimate consumer. 2. Retailing - The activities involved in the selling of goods to ultimate consumer for personal or household consumption. 3. Market - A meeting together of people for the purpose of trade by private purchase and sale and usually not by auction. 4. Marketing - The act or process of selling or purchasing in a market. An aggregate of functions involved in transferring title and in moving goods from producer to consumer including, among others, buying, selling, storing, transporting, standardizing, financing, risk bearing, and supplying market information. 5. Merchandise - The commodities or goods that are bought and sold in business (to carry on commerce; to buy and sell in business; to promote the sale of).

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
	6. Merchandising - Sales promotion as a comprehensive function including market research, development of new products, coordination of manufacturing and marketing, and effective advertising and selling.
B. Discuss the history of retailing.	B. The Evolution of Retailing 1. History of Retailing a. First retail stores in America b. Chain store era (1918-1932) c. The supermarket (1932-1945) d. The postwar era (1945-1948) e. Discount industry
C. Discuss the classifications of retail stores.	C. Classification of Retail Stores 1. Ownership: Single unit, independent retail stores 2. Chain stores 3. By line of goods handled a. General merchandise (handle extensive variety of goods)

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
	1) Department stores 2) Discount stores 3) Dry goods stores 4) Variety stores
	b. Single line (handle broad line of merchandise that is related by use or sale) - (known by principal line of goods)
	1) Grocery stores 2) Drug stores 3) Hardware stores 4) Furniture stores
	c. Specialty stores (handle limited number of goods)
	1) Florist 2) Automobile dealers 3) Shoe stores 4) Millinery (hats) shops
D. Discuss and relate the free enterprise system to the retailing process.	D. Retailing in the Economy
	1. Types of Economic Systems
	a. Democratic socialism b. Central planning system c. Private enterprise system

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
	2. Elements of Private Enterprise System a. Ownership of private property b. Competition c. Freedom of choice d. Balance of supply and demand
	3. Because of the American economic system, an individual can: a. Choose what items he/she will spend money on b. Choose how much will buy c. Choose where will buy d. Choose where will live e. Choose type of work f. Choose what will wear
E. Identify future trends in retailing.	E. Future of Retailing 1. Franchising 2. Automation 3. Enclosed shopping centers 4. Warehouse outlets 5. Continuous movement of business from downtown 6. More awareness of change in shopping habits of consumers

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
The Retail Store	II. The Retail Store
A. List the factors to consider when choosing a location for a store.	A. Store Location
	1. Three Steps in Store Location
	a. Choosing the marketing area 1) Population/people 2) Services 3) Growth and development of area 4) Characteristics of the area
	b. Choosing the shopping district 1) Downtown area 2) Shopping centers 3) Free standing stores 4) Neighborhood shopping districts
	c. Choosing the street 1) Competition 2) Corner or inside locations 3) Customer traffic

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
B. Select the building, fixtures, and equipment necessary for a retail store.	B. Building, Fixtures, and Equipment 1. Building a. Exterior b. Interior c. Leasing a building 1) Obtain lawyer's assistance 2) Examine lease carefully 3) Properly witnessed signature 2. Fixtures and Equipment a. Fixtures 1) Coordinate display 2) Muscular shirt form 3) Riser 4) Shoe and purse displayer b. Selling equipment 1) Display cabinets 2) Cash registers c. Building equipment 1) Temperature control equipment 2) Lighting 3) Elevator and escalator

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
C. Describe the decisions that must be made to develop a store layout plan.	C. Store Layout 1. Layout defined - Physical arrangement of fixtures and equipment for selling, display, storage, and for receiving and delivery of goods. 2. Layout Procedure a. Provide for efficient customer traffic flow throughout store. b. Layout to achieve maximum profit per square foot of selling space. c. Maintain a productive and efficient work environment for employees.

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
Franchising	III. Franchising
A. Explain the basic concepts of franchising.	A. What is Franchising? 1. Definitions a. Franchise b. Franchiser c. Franchisee d. Royalty e. Buy back provisions 2. How to find a franchiser 3. How to find a franchisee
B. Identify the different types of franchise.	B. Types of Franchise Arrangements 1. Conventional 2. Mobile 3. Distributorship 4. Coownership 5. Comanagement 6. Lease 7. Licensee 8. Manufacturing 9. Service

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
C. Recognize the advantages and disadvantages of franchising.	C. Why is Franchising so Popular? 1. Franchisee's Viewpoint a. Advantages b. Disadvantages 2. Franchiser's Viewpoint a. Advantages b. Disadvantages
D. Describe the areas of conflict between franchiser and franchisee.	D. Problems Arising from Franchise Relations 1. Conflict of interest 2. Termination arrangements 3. Quality control

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
IV. Store Organizations and Supervision	IV. Store Organizations and Supervision
A. Explain the basic management principles applicable to retailing.	A. Management Principles 1. Principle of unity of command 2. Principle of span of control 3. Principle of authority and responsibility 4. Principle of specialization
B. Describe the structure of an organization.	B. Organizing 1. Formal Organization Structure a. Small store organization b. Intermediate store organization c. Large store organization 1) Four functional areas (Mazur Plan) a) Merchandising function b) Store management function c) Control function d) Publicity function d. Branch store organization 2. Informal Organization Structure

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
C. Prepare a simple organization chart.	C. The Use of Charts 1. Constructing an organization chart

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
V. Understanding the Retail Customer	V. Understanding the Retail Customer
A. Define market.	A. The retail market - A market is made up of people with both an ability and a willingness to buy.
B. Describe the ways in which markets may be segmented.	B. Market Segmentation 1. Subteens 2. Teenagers 3. Singles and mingles 4. College students 5. The working woman 6. The middle-majority families 7. The poor and minorities 8. The affluent families
C. Describe the classification of motives.	C. Maslow's Classification of Motives 1. Physiological needs 2. Safety or security needs 3. Social or belonging needs 4. Esteem needs 5. Self-actualization needs
D. Explain how perception and attitude influence purchasing behavior.	D. Behavior Influencing Forces 1. Perception 2. Attitude and opinion

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
E. Explain how an understanding of the stages in the purchasing decision process can help retailers serve customers.	E. The Purchasing Decision Process 1. Need arousal 2. Prepurchase activity a. Uncertainty b. Search for information 3. Purchasing decision 4. Postpurchase activity 5. Feedback

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
VI. Buying Functions	VI. Buying Functions
A. List the responsibilities of the buyer and assistant buyer.	A. Duties and Responsibilities 1. Buyer a. Actual purchasing of the goods b. Price the merchandise c. Placement of goods d. Management of own department e. Promotion f. Sells on floor 2. Assistant Buyer a. Reorder merchandise b. Follow-up orders c. Purchase staple items d. Assist in decision making when buyer plans for new position e. Sells on floor
B. Give examples of determining customer wants.	B. Determining Customer Wants 1. Solicit opinions from customers 2. Information from store records 3. Information from the trade

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
C. Describe the importance of planning for each item of merchandise in the store.	C. What Goods Will be Carried. Depends on: 1. Space needed 2. Investment required 3. Demand trends 4. Risks 5. Managerial complexities 6. Project margins 7. Customer preferences 8. Merchant preferences 9. Competition 10. Availability of desired lines
D. Show skill at balancing an assortment of goods among price lines, sizes, types of goods, styles, and colors.	D. Balancing an Assortment of Goods 1. Price lines 2. Brand or lines 3. Sizes 4. Styles, designs, fabrics 5. Colors
E. Develop and know when to use an open-to-buy and assortment plan.	E. Preparing to Buy 1. OTB Planning a. Planned sales b. Planned inventories c. Planned beginning inventory

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
	2. Assortment Planning a. Basic stock lists b. Model stock plans

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
Pricing Merchandise	VII. Pricing Merchandise
A. Compute markup percent based upon cost. Compute markup percent based upon retail. Compute markdown.	A. Markup and Markdown Definitions 1. Original Markup a. Markup percent based upon cost b. Markup percent based upon retail 2. Markdown
B. Illustrate the use of psychology in pricing.	B. Setting Prices 1. Psychological Pricing a. Bottom line price b. Odd number price c. Multiple unit
C. List the factors that affect pricing.	C. Factors that Affect Pricing 1. Competition 2. Exclusivity 3. Characteristics of goods 4. Merchandise turnover 5. Promotional activities of the store 6. Store image 7. Discounting 8. Alterations 9. Pilferage

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
Receiving and Merchandise Handling	VIII. Receiving and Merchandise Handling
A. Identify the functions of and procedures used in receiving merchandise.	A. Receiving
	1. Functions of a purchase order
	2. Receiving functions
	a. Inspecting
	b. Receiving record
	c. Checking
A. 2. c. (2) Differentiate between blind, semi-blind, and direct checking.	1) Unpacking and sorting 2) Quantity checking 3) Quality checking
	3. Freight bills
	4. Parcel post
	5. Returns and damages
B. Identify various types of tickets and/or labels.	B. Kinds of Price Tickets
	1. Pin tickets 2. Gummed labels 3. String tickets 4. Hole pin tickets 5. Rings seal tickets 6. Wedge tickets

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
	7. Button tickets 8. Folding pin tickets 9. Universal pricing code (UPC) 10. Shoplifting detection wafers
C. Discuss the purpose of labeling.	C. Marking Functions 1. Helps customers to make the buying decisions 2. Improves the service of salespersons 3. Provides accounting information
D. Summarize the principles of marking.	D. Marking Principles 1. Neatness 2. Location 3. Damages 4. Permanence 5. Standardization 6. Control

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
Merchandise and Expense Controls	IX. Merchandise and Expense Controls
A. Identify methods and procedures used in merchandise control.	A. Merchandise Controls
	1. Dollar Control
	a. Classification of merchandise
	1) Department classification 2) Price line classification 3) Computerized classification
	b. Procedures
	1) Perpetual inventory method 2) Periodic inventory system
	2. Limit control
	3. Physical inventories
A. 4. Solve stock turnover problems.	4. Stock turnover
B. Solve problems in the retail inventory method of estimating inventory.	B. Retail inventory method

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
C. Solve problems in costing inventory by LIFO, FIFO, and weighted average.	C. Cost Methods of Determining Inventory 1. LIFO 2. FIFO 3. Weighted average
D. Identify the types of expenses a retail store may incur.	D. Expense Records (Minimum Set of Expense Records) 1. Salaries and wages 2. Advertising 3. Delivery 4. Maintenance 5. Depreciation 6. Rent 7. Bad debt losses 8. Travel 9. Interest paid 10. Taxes and utilities 11. Supplies 12. Insurance 13. Miscellaneous
E. Prepare an expense budget.	E. Allocation of Expenses 1. Expense centers 2. Selling centers 3. Contribution margin method 4. Net profit method

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
Salesmanship	X. Salesmanship
A. Define personal selling.	A. Personal Selling
B. Describe the job responsibilities of salespeople.	B. What Does a Salesperson do? 1. Customer contact 2. Housekeeper 3. Stockkeeper 4. Security guard 5. Complaint adjuster 6. Seller
C. Explain the selling process.	C. The Retail Selling Process 1. Approaching the customer 2. Determining customer needs/wants 3. The selling presentation 4. Closing the sale
D. List five sources of product information that are available to a salesperson.	D. Sources of Product Information 1. Buyer/assistant buyer 2. Manager 3. Supplier 4. Merchandise tags and labels 5. Formal study

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
XI. Advertising and Sales Promotion	XI. Advertising and Sales Promotion
A. Define advertising and sales promotion.	A. Retail Communication Devices 1. Advertising - Is a group of activities that involve the presentation of a nonpersonal message about a product, a service, or an idea paid by an identified sponsor. 2. Sales promotion - Is used for encouraging immediate sales of goods or services aiding salespeople, attracting customers into the store, or keeping customers loyal to the store.
B. Describe the characteristics of various media.	B. Advertising Media 1. Newspaper 2. Direct media 3. Television 4. Radio 5. Yellow pages
C. Differentiate between promotional and institutional advertising.	C. Promotional and Institutional Advertising

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
D. Describe the different ways of setting up an advertising budget.	D. The Advertising Budget 1. Percent of last year's sales 2. Percent of anticipated sales 3. Average industry percentage
E. Explain the types and uses of sales promotional devices.	E. Sales Promotion 1. Price reduction sales promotion 2. Display 3. Trading stamps 4. Coupons 5. Special events

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
Credit	XII. Credit
A. Describe different types of credit arrangements.	A. Types of Retail Credit 1. Charge accounts 2. Installment accounts 3. Revolving credit 4. Option terms
B. List the motives for owning credit cards.	B. Customer Motives - Owning Credit Cards 1. Convenience 2. Cash is unnecessary 3. Credit rating 4. Bookkeeping
C. Develop basic procedures for making credit decisions.	C. Credit Decisions 1. Granting credit 2. Credit limits 3. Slow payment

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
Security	XIII. Security
A. List actions to observe in spotting a shoplifter.	A. Spotting a Shoplifter
B. List six deterrent techniques of shoplifting.	B. Deterrent Techniques 1. Surveillance systems 2. Two-way mirrors 3. Merchandise price labels 4. Pilferage detection system 5. Fitting room control 6. Magnifying mirrors
C. Explain procedures to prevent internal theft.	C. Internal Theft Prevention 1. Application forms 2. Polygraph testing 3. References 4. Shopping services 5. Smuggling control

COMPETENCY	TOPICS, CONTENT, INSTRUCTIONAL AREAS
Research	XIV. Research
A. Describe the role that marketing research plays in the retail firm.	A. Retail Marketing Research
B. Identify the sources of secondary information.	B. Sources of Secondary Information 1. The company's own records 2. Libraries 3. Trade organization 4. Government 5. Private services
C. Give examples of methods of collecting primary data.	C. Methods of Collecting Primary Data 1. Observation 2. Experimentation 3. Survey 4. Personal interview method 5. Telephone interview method 6. Mail questionnaire method

JOB DESCRIPTIONS

CAREER OPPORTUNITIES

MERCHANDISING/MARKETING PROGRAM AREA

The career opportunities in merchandising and marketing identified below are based upon the recommendations of the Merchandising/Marketing Advisory Committee and the task inventory survey. The job descriptions were abstracted from the Dictionary of Occupational Titles, fourth edition 1977, U.S. Department of Labor. Additional education and/or additional job experience may be necessary for advanced level employment.

Stock Clerk (D.O.T. 222.387-058)
Receiving Clerk (D.O.T. 222.387-050)
Shipping Clerk (D.O.T. 222.387-050)
Traffic Clerk (D.O.T. 214.587-014)
Warehouse Clerk (D.O.T. 222.687-010)
Salesperson (D.O.T. 279.357-054)
Display Person (D.O.T. 298.081-010)
Buyer's Clerical (D.O.T. 249.367-066)
Buyer (D.O.T. 162.157-018)
Assistant Buyer (D.O.T. 162.157-022)
Department Manager (D.O.T. 299.137-010)
Management Trainee (D.O.T. 189.167-018)
Store Manager (D.O.T. 185.167-046)
Merchandise Manager (D.O.T. 185.167-034)
Display Manager (D.O.T. 142.031-014)
Distribution Warehouse Manager (D.O.T. 185.167-018)

Stock Clerk (D.O.T. 222.387-058)

The stock clerk receives, stores, and issues equipment, material, supplies, merchandise, and compiles stock records in the stockroom or warehouse. Duties may include: (1) counting, sorting, or weighing incoming merchandise to verify receipt of items on requisition or invoices; (2) unpacking and handling merchandise; (3) storing merchandise in bins, on floor, or on shelves, according to identifying information, such as style, size, or type of material; (4) filling orders or issuing supplies from stock; (5) preparing periodic, special, or perpetual inventory of stock; (6) marking identifying codes, figures, or letters on merchandise; (7) determining methods of storage, identification, and stock location of merchandise; and (8) moving or transporting merchandise to other departments, using hand or industrial truck.

Receiving Clerk (D.O.T. 222.387-050)

The receiving clerk verifies and keeps records on incoming shipments. Duties may include: (1) unpacking and examining incoming merchandise; (2) rejecting damaged merchandise, recording shortages, and corresponding with shipper to rectify damages and shortages; (3) routing merchandise to departments; (4) operating tier-lift truck or hand truck; (5) storing merchandise in bins, on floor, or on shelves, according to identifying information, such as style, size, or type of material; and (6) determining methods of storage, identification, and stock location of merchandise.

Shipping Clerk (D.O.T. 222.387-050)

The shipping clerk verifies and keeps records on outgoing shipments and prepares items for shipment. Duties may include: (1) comparing

Shipping Clerk (Contd.)

identifying information, counts, weights, or measures items of outgoing shipments to verify against bills of lading, invoices, orders, or other records; (2) determining method of shipment, utilizing knowledge of shipping procedures, routes and rates; (3) assembling wooden or cardboard containers or selects preassembled containers; (4) inserting merchandise into containers; (5) stamping, stenciling, or glueing identifying information and shipping instructions onto crates or containers; (6) posting weights, shipping charges and affixing postage; and (7) operating tier-lift truck or use hand truck.

Traffic Clerk (D.O.T. 214.587-014)

The traffic clerk records incoming and outgoing freight data, such as destination, weight, route-initiating department, charges. Duties may include: (1) checking accuracy of rate charges by comparing classification of materials with rate chart, and (2) keeping file of claims for overcharges and for damages to goods in transit.

Warehouse Clerk (D.O.T. 222.687-010)

The warehouse clerk verifies quantity, quality, condition, value, and type of articles purchased, sold, or produced against records or reports. Duties may include: (1) sorting data or merchandise into predetermined sequence or groups, and (2) recording merchandise verified.

Salesperson (D.O.T. 279.357-054)

The general salesperson sells merchandise to individuals utilizing detailed knowledge of specific characteristics of merchandise. Duties may include: (1) assisting customers on sales floor; (2) demonstrating and explaining merchandise; (3) advising customers on qualities and choices; (4) making suggestions on selection; (5) estimating or quoting prices, credit terms, and trade-in allowances; and (6) preparing sales slips, charge records, sales contracts, and handling cash. Other duties may include: (1) replenishing the supply of stock, (2) assisting with alterations, and (3) keeping records of sales.

Display Person (D.O.T. 298.081-010)

The display person (merchandise displayer; decorator; display trimmer; window trimmer; showcase trimmer; model trimmer) displays merchandise such as clothes, accessories and furniture in windows and showcases and on sales floor to attract the attention of prospective customers. Duties may include: (1) constructing or assembling display properties from wood, fabric, glass, paper and plastic, using handtools; (2) arranging properties, mannequins, furniture and backdrop according to prearranged plan or using own ideas; (3) placing price and descriptive signs on backdrop, fixtures merchandise, or floor; and (4) dressing mannequins for use in display.

Buyer's Clerical (D.O.T. 249.367-066)

The buyer's clerical complies information and records to prepare purchase orders for procurement of merchandise. Duties may include: (1) verifying specifications of purchase requests; (2) searching inventory records or warehouse to determine if materials on hand are insufficient quantity; (3) consulting catalogs and interviewing suppliers to obtain prices and specifications; (4) writing or typing purchase order and sending copy to supplier and department originating request; (5) compiling records of items purchased, prices, deliveries, and inventories; (6) contacting supplies concerning late deliveries; and (7) computing total cost of items purchased, using calculating machine.

Buyer (D.O.T. 162.157-018)

The buyer purchases merchandise for resale. Duties may include: (1) selecting and ordering merchandise from showings of manufacturing representatives, basing selection on nature of clientele, demand for specific merchandise and experience as a buyer; (2) keeping records of what has been sold; (3) keeping open-to-buy records; (4) authorizing payment of invoices or return of merchandise; (5) conducting staff meetings with sales personnel to introduce new merchandise; (6) pricing items for resales; and (7) contacting carriers to arrange transportation of purchases.

Assistant Buyer (D.O.T. 162.157-022)

The assistant buyer performs duties in connection with the purchase and sale of merchandise to aid the Buyer. Duties may include: (1) verifying quantity and quality of stock recieved from the manufacturer; (2) authorizing payment of invoices of return of shipment; (3) writing replacement orders for regularly ordered merchandise; (4) approving advertising copy for newspaper; (5) keeping records of what has been sold; (6) keeping open-to-buy records; (7) giving Markers information such as price, manufacturer number, season code and style number to

Assistant Buyer (Contd.)

print on price tickets; (8) giving information of price mark-up or markdown on merchandise; (9) inspecting exchanges or refunds on merchandise; and (10) selling merchandise to become familiar with customers' attitudes, preferences, and purchasing problems.

Department Manager (D.O.T. 299.137-010)

The department manager (section supervisor, floor supervisor) supervises and coordinates activities of workers in one department of a store. Duties may include: (1) assigning specific duties to workers; (2) scheduling lunch/dinner periods, break periods, work hours, and vacations; (3) training workers in store policies, department procedures, and job duties; (4) assisting sales workers in completing difficult sales, (5) evaluating worker performance and recommending retention, transfer, or dismissal of worker, (6) listening to customer complaints, examining returned merchandise, and attempting to resolve problems and restore and promote good public relations; (7) ordering merchandise, supplies, and equipment as necessary, (8) insuring that merchandise is correctly priced and displayed, (9) preparing sales and inventory reports; (10) recommending purchases of new stock or reordering of low stock; (11) approving checks for payment of merchandise; and (12) issuing credit or cash refund on returned merchandise.

Management Trainee (D.O.T. 189.167-018)

The trainee manager performs assigned duties in a retail organization to gain knowledge and experience for promotion to management posisions. Duties may include: (1) receiving training and participating in work of such departments as credit, sales, advertising, accounting, warehousing or personnel, performing various duties under close supervision; (2) observing techniques utilized by experienced workers; (3) learning line and staff functions of each department; and (4) becoming familiar with management policies and viewpoints as they affect each phase of business operations.

Store Manager (D.O.T. 185.167-047)

The store manager manages a retail store, performing the following duties personally or through subordinates. Duties may include: (1) planning and preparing work schedules; (2) assigning employees to specific duties; (3) evaluating worker performance and recommending retention, transfer, or dismissal of worker; (4) formulating pricing policies on merchandise according to requirements for profitability of store operations; (5) coordinating sales promotion activities; (6) supervising employees engaged in, or performing sales work, taking of inventories, reconciling cash with sales receipts, keeping operating records, or preparing daily record of transactions for accountant; (7) preparing purchase orders or requisitions for stock; (8) insuring that store security policies are enforced; and (9) approving advertising and display work.

Merchandise Manager (D.O.T. 185.167-034)

The merchandise manager formulates merchandising policies and coordinates merchandising activities in a retail or wholesale establishment. Duties may include: (1) determining markup and markdown percentages

Merchandise Manager (Contd.)

necessary to insure profit, based on estimated budget, profit goals and average rate of turnover; (2) determining amount of merchandise to be stocked; (3) directing buyers in purchase of supplies for resale; and (4) consulting with other personnel to plan sales promotion programs.

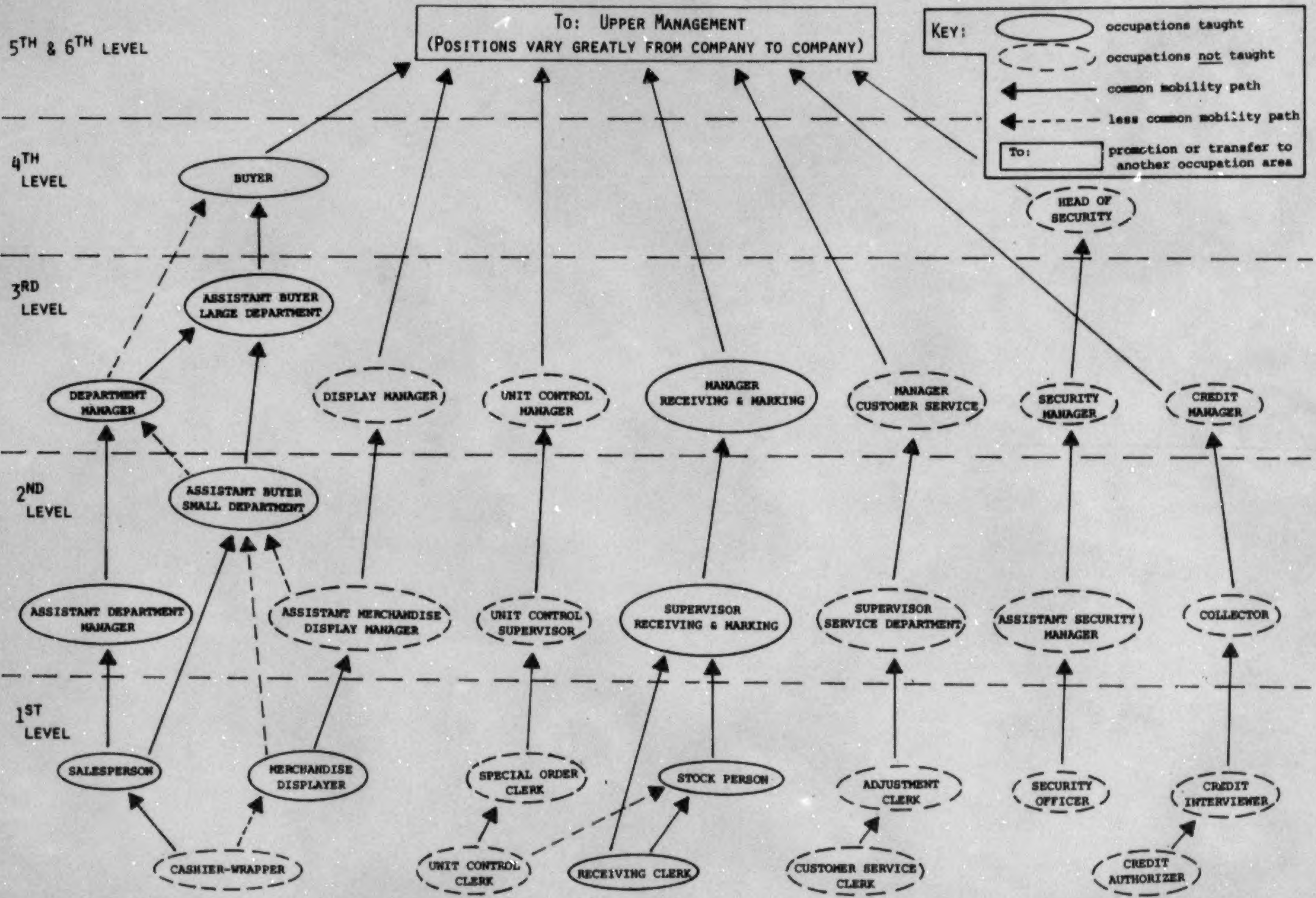
Display Manager (D.O.T. 142.031-014)

The display manager develops advertising display for windows or interior use and supervises and coordinates activities of workers engaged in laying out, constructing or assembling displays. Duties may include: (1) consulting with advertising and sales departments to determine type of merchandise to be featured and time and place for each display; (2) designing of layouts and selection of theme, colors, and props to be used; (3) designing of store fixtures; (4) preparing sketches or floor plans of proposed displays; and (5) developing merchandise displays at special exhibits, such as trade shows.

Distribution Warehouse Manager (D.O.T. 185.167-018)

The distribution warehouse manager directs and coordinates activities of wholesaler's distribution warehouse. Duties may include: (1) reviewing bills of lading for incoming merchandise and customer orders in order to plan work activities; (2) assigning workers to specific duties; (3) establishing operational procedures for verification of incoming and outgoing shipments; (4) handling and dispositional of merchandise; (5) keeping of warehouse inventory; (6) coordinating activities of distribution warehouse with activities of sales, record control, and purchasing departments to insure availability of merchandise; and (7) directing reclamation of damaged merchandise.

WORKER MOBILITY CHART


5TH & 6TH LEVEL
To: Upper Management
(Positions vary greatly from company to company)
Key:
occupations taught
occupations not taught
common mobility path
less common mobility path
To:
promotion or transfer to another occupation area
4TH LEVEL
BUYER
HEAD OF SECURITY
3RD LEVEL
ASSISTANT BUYER LARGE DEPARTMENT
DEPARTMENT MANAGER
DISPLAY MANAGER
UNIT CONTROL MANAGER
MANAGER RECEIVING & MARKING
MANAGER CUSTOMER SERVICE
SECURITY MANAGER
CREDIT MANAGER
2ND LEVEL
ASSISTANT BUYER SMALL DEPARTMENT
ASSISTANT DEPARTMENT MANAGER
ASSISTANT MERCHANDISE DISPLAY MANAGER
UNIT CONTROL SUPERVISOR
SUPERVISOR RECEIVING & MARKING
SUPERVISOR SERVICE DEPARTMENT
ASSISTANT SECURITY MANAGER
COLLECTOR
1ST LEVEL
SALESPERSON
MERCHANDISE DISPLAYER
SPECIAL ORDER CLERK
STOCK PERSON
ADJUSTMENT CLERK
SECURITY OFFICER
CREDIT INTERVIEWER
CASHIER-WRAPPER
UNIT CONTROL CLERK
RECEIVING CLERK
CUSTOMER SERVICE CLERK
CREDIT AUTHORIZER

ARTWORK, DESIGN & LAYOUT BY:
DAVID T. NAKAMAEJO

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238

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APPENDIX

APPENDIX A

ALTERNATE USE OF TASK LISTS

ALTERNATE USE OF TASK LISTS

SELECTING TEACHING HARDWARE

The task lists provide a basis for developing tool and equipment lists and for planning needed physical facilities. The lists can be used as a guide for determining what learning and practice activities will be conducted and also to select the necessary text books, occupational reference, and learning materials for the related instructional topics.

EVALUATING TEACHING MATERIAL

The task lists can serve as a guide for determining how well the content of commercial materials correlates with the tasks you plan to teach. Also they will provide a basis for selecting and coordinating related reading and study materials with lab exercises. Planning for teacher-made materials can be sequenced with the choice of commercially available materials before the course starts providing more economical use of monies and time.

MATERIALS SHARING

Instructional materials and learning resources can be shared between programs by identifying similiar or identical tasks which are performed in different occupations. An example of such opportunity is found in mechanical services occupations where common business task are also performed. Comparing task information from a business program should identify common areas of instruction within the service occupation program. Such sharing can economize on the cost of instructional materials as well as teacher planning and development time.

Alternate Use of Task Lists (Contd.)

FUNDAMENTAL SKILLS

Tasks lists can aid in identifying fundamental skills such as reading and math skills which the student must develop. Standardized tests can be selected to measure student achievement in the skills which are critical to task performance. The analysis also can serve as a guide for developing teacher-made tests to be used before and after instruction.

TASK CLUSTERS

A comparison of the task list will identify common tasks among related occupations and thereby provide a basis for clustering tasks for intruction. Such common tasks can serve as a core for programs which provide entry opportunities into many job positions in the same occupational area. The development of such clusters at the beginning, intermediate, and advanced levels of performance can facilitate the articulation of vocational programs at the secondary, post secondary, and post employment levels.

The identification of task clusters will also allow for team teaching with instructors concentrating their efforts on specific areas of expertise.

MAINTAINING CURRENT CONTENT

The task lists provide a basis for identifying specific areas of performance that are rapidly changing in an occupation. By monitoring the occupation through separate surveys, instructors and supervisors can better identify the type of refresher experiences they will need to:

1. maintain an up-to-date curriculum
2. aid instructors in keeping abreast of technological changes
3. identify obsolete skills or content to be eliminated from the program

Alternate Use of Task Lists (Contd.)

4. review tool and equipment needs
5. adjust teaching emphasis as job demands change.[1]

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[1] Ashley, William L. and others. Business and Related Task Inventories/Strategies for Curriculum. Instructional Materials Laboratory, Trade and Industrial Education. The Ohio State University.